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ABSTRACT

The instructor's manual for a minicourse in communication with parents of the developmentally disabled contains answers to the exercises, unit assessments, criterion assessment examination and the pre- and posttest found in the accompanying workbook (EC 080 144). Also reviewed are 12 suggestions for teaching the course. (CL)

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A Plan for Training Personnel of the Developmentally Disabled

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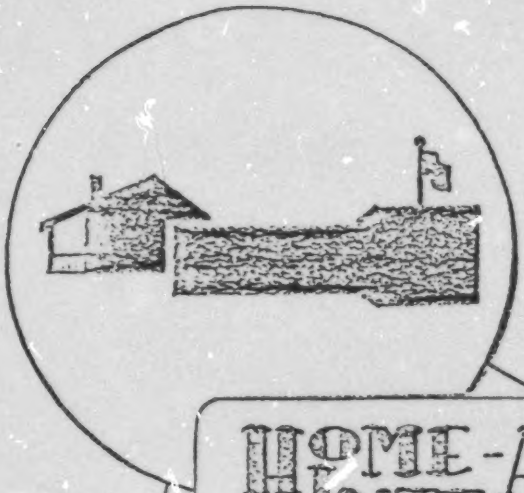

HOME-AGENCY INTERACTION

A Minicourse in Communication with Parents of the Developmentally Disabled

INSTRUCTOR'S MANUAL

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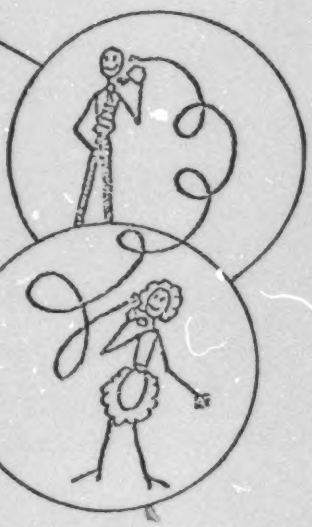

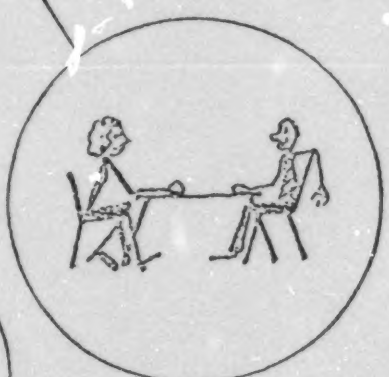

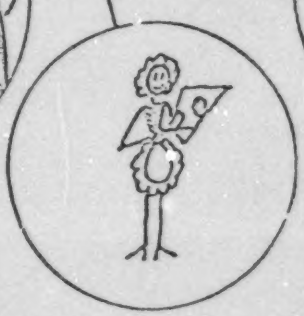

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SAMPLE CRITERION ASSESSMENT EXAMINATION . . . . . CA 1

A Note to the Instructor

The design of this instructional package is organized to meet the needs of teachers, therapists, administrators, and all others who work with the developmentally disabled. Skills of those taking the course will vary between no prior knowledge of home-agency interaction to a level greater than what is being offered in this package.

Participants should have some prior knowledge about the developmentally disabled but it is not necessary. This recommendation is offered in order for the written exercises to have more meaning to the participant.

This Manual contains additional examples of workbook exercises to help the instructor, or, when the package is used for self-study, to help the participants in determining the quality of responses. It also contains answers to each unit assessment and the criterion assessment examination.

Suggestions for Teaching the Course

Follow the steps and you will be able to provide a variety of instructional techniques which can effectively meet the needs of your participants.

1. Examine the entire instructional package. Before beginning instruction, it is recommended that you first take the course and pass the criterion assessment examination with a minimum score of 85%.
2. Check to see if you have adequate Workbooks and Participant Manuals for all participants.
   a. You will need one Workbook for every participant.
   b. If participants take the course at the same time, you will need one Participant Manual for each person. If participants will be working on a staggered schedule, you will need one Participant Manual for every study center.

will be working on a staggered schedule, you will need one Participant Manual for every study center.

c. You will need two Criterion Assessment Examinations for each participant.

d. You will need one Instructor's Manual for each instructor.

3. Before anyone begins the instructional package, it is important to review the organization of the Participant Manual and Workbook with the Participants. During this orientation, review the introductory pages of the Participant Manual and Workbook and pages 1.1, 2.1, 3.1, 4.1, 5.1 so everyone is aware of the goals and objectives.

4. As you handout the Workbooks, remind the participants to write their full names on the front page. This will save a lot of aggravation later when you are checking exercises.

5. Now, give one Criterion Assessment Examination to each participant as a pretest. It is suggested to have the completed examination in your hands for grading a few days prior to the beginning of Unit I.

6. Individualized programming can be accomplished by using the pretest as a baseline. The following alternatives are open to you:

a. All participants scoring 85% or above are exempt from further study.

b. Any participants scoring over 70%, but less than 85%, indicates only one or two weak skills. These individuals should read the entire Participant Manual but need only do the workbook exercises in units directed at weak skill areas.

7. It is suggested, where possible, to have all the participants complete Unit I before completing the course at their own pace. Questions regarding procedures and quality of work can be cleared up at this time and, therefore, prevent problems from developing.
8. Check Unit I Assessment in detail. Keeping quality of performance high at this time will enhance participant responses in the later units.
9. Have participants complete Units II through V at their own pace. You should check each Unit Assessment. However, you may choose to let some participants proceed without monitoring if they show aptitude for learning the information.
10. Always be available for questions as they arise.
11. When a participant completes all five units, check the unit assessments and go over any weak points with the participant. Then:
    a. You may have the participant rework a specific unit.
    b. You only may need to discuss a weakness with the participant.
    c. You may provide the participant with the Criterion Assessment Examination as a posttest.
12. If the participant can achieve a score of 85% or better on the Criterion Assessment Examination, record the score and you are through. If a participant cannot achieve 85%, you may require any of the following:
    a. Discuss the weak areas with participant.
    b. Participant reworks the entire package.
    c. Participant reads other appropriate materials to gain

another viewpoint of the subject matter (see bibliography in Participant Manual for suggestions).

It is common for participants in any programmed instruction to move at a pace too fast for optimum learning. Plan to pace the instruction over a period of not less than five days.

A Final Note

Questions may arise regarding the author's interpretations. If this happens, please write or call them. Their responsibility for successful instruction does not end with the distribution of this manual.

UNIT I

Problem I

Part A: Answer true-false questions about terminology.

(T) F 1. Providing "direct learning experiences" is the key.

(T) F 2. "Providing care" is the key.

T (F) 3. Only "counseling" involves psychotherapy.

(T) F 4. The personal contact is an integral part of conferencing.

(T) F 5. Reporting progress is one of the main purposes for conferencing.

Part B: Match the following items regarding conferences:

F 1. B 4.

C 2. E 5.

D 3. A 6.

Problem II

Part A: Cross out items that are not correct.

1.

2. "Disgust" not a reaction level listed.

3.

4.

5.

6. "Revenge" not a reaction level listed.

7.

8.

9. "Elation" not a reaction level listed.

10.

Problem II (Cont'd.)

Part B: Choose the correct phrase.

1. a.
   (b.) Not caring for the child's needs is a form of rejection.
   c.
2. a.
   (b.) Shock can cause the parents to be unable to communicate.
   c.
3. a.
   (b.) Refusing to accept a special education placement is another way of refusing to accept the problem.
   c.
4. a.
   (b.) The parents blame each other when they feel guilt.
   c.
5. a.
   (b.) This is one of the important stages of acceptance.
   c.

Part C: Write the proper reaction in the blank.

Shock 1. The inability of the parent to discuss the problem is a good clue to the state of shock.

Acceptance 2. Involvement in a home training problem is part of the acceptance process.

UNIT I ASSESSMENT

Total score 36 points. Minimum acceptable 31 points.

Part A (7 points)

1. Define conferencing

(2 points) Those private, person-to-person discussions

(2 points) Between parents and teachers

(3 points) Concerning a child's program, progress, and problems.

Definition must include the following words

(2 points) private (or person-to-person), discussions

(2 points) parents, teachers

(3 points) child's program, progress, problems.

Other acceptable answers:

(1 point) personal, face-to-face discussion.

(1 point) exchange of information (or convey information).

(1 point) pupil's program, (or progress), (or problems).

Part B (8 points)

1. rapport confidence
2. communication reporting
3. home
4. resources
5. cooperation
6. emotional

Part C (5 points)

Five Do's of conferencing.

Any five of the following are acceptable:

Do provide a relaxed, comfortable atmosphere.

Do approach the parent as an equal.

Do make the parents feel that their input is welcome and valuable.

Do encourage questions.

Do allow ample time for discussing, and answering questions.

Do listen to parents and hear what they are saying.

Do be prepared for the conference by having all necessary data, records, and other materials available.

Do be honest with parents and give them the information they need to make decisions regarding their child.

Do assure the parents of the confidentiality of information.

Do be tolerant of the parents' feelings.

Do give parents emotional support and encouragement in their efforts.

Do have some positive points to give.

Do provide a rationale when a parent questions your or the team's strategy.

Do explain your agencies restraints when you cannot provide a requested service.

Do summarize the conference.

Do keep accurate notes and records on all parent conferences even if the interchange is only a phone call.

Do involve other specialists when necessary.

Do be aware of the parents ability to handle various types of information.

Part D (6 points)

Sequence order of parent emotional reactions.

2	1
7	5
3	6
4	

Part E (10 points)

True-False

(T) F 1.	(T) F 6.
T (F) 2.	T (F) 7.
T (F) 3.	T (F) 8.
T (F) 4.	(T) F 9.
T (F) 5.	(T) F 10.

UNIT II

Problem III

Part A: Match the appropriate items.

B 1. C 3.

D 2. A 4.

Part B: Choose the correct phrase.

1. a.
   b.
   (c.) Both types of reporting involve this function.
2. (a.) "Predetermined" is the key word.
   b.
   c.
3. (a.) The random nature of these activities makes them unscheduled.
   b.
   c.
4. a.
   b.
   c.
   d.
   e.
   (f.) "Lunchbox message" fall in the unscheduled reporting.
5. a.
   b.
   (c.) A non-predetermined communication with the parents is a form of unscheduled reporting.
   d.

6. a.

b.

c.

d

(e.) Refer to the first chalkboard graphic in the unit for this information.

Part C: Match the objectives with the scheduled reporting sessions.

S 1.

F 2. This outlines the total program for the school year.

S 3. The word "confirm" is the key word.

S 4.

M 5. The word "preliminary" determines the timing.

M 6. Appraisal at this point enables more precise instruction.

F 7.

S 8. Compare attainments with objectives stated in the fall.

F 9.

F 10. This helps parents understand subsequent progress information.

UNIT II

Problem IV

Part A: List three reporting methods.

1. Visual Media
2. Oral
3. Combined Oral and Written

Other acceptable responses:

Written	Grade Placement
Written narrative	Report cards
Checklist	Videotape
Slide presentation	

Part B:

1. Visual Media
2. Written
3. Oral
4. Combined Written and Oral
5. Oral
6. Written
7. Visual Media

UNIT II ASSESSMENT

Total score 43 points. Minimum acceptable 37 points.

Part A (12 points)

Define Scheduled Reporting: (6 points)

(2 points) The activity of providing information to parents

(2 points) about a student's program

(2 points) on a predetermined basis consistent with the minimum requirements of the agency

Other acceptable responses:

(1 point) discussing with parents

(1 point) pupil's progress (problems)

(1 point) scheduled times, regular basis

Define Unscheduled Reporting (6 points)

(2 points) The activity of providing student information to parents

(2 points) as needed

(2 points) and may be initiated at any time by either teachers or parents

Other Acceptable Responses:

(1 point) giving parents information supplying information to parents

(1 point) whenever necessary when appropriate

(1 point) can be done at any time by parents or teachers

Part B (6 points)

Indicate degree of importance for each item for parental understanding of reporting process.

Part B (Cont'd.)

V	L	
✓		
✓		
✓		
✓		
	✓	(It is not essential that parents design forms to understand progress reports.)
✓		

Part C (10 points)

Match objectives with reporting sessions.

Fall	Mid-Year	Spring
1, 6, 8, 9	4, 5	2, 3, 7, 10

Part D (15 points)

True-False questions about reporting methods.

(T) F 1. All areas of the child's program can be presented.

T (F) 2. One member of the team may be appointed to report.

T (F) 3. This is the best system for team reports.

T (F) 4. Parents are nervous - not the professionals.

T (F) 5. Program becomes confused if changes are not discussed.

T (F) 6. Summary reports are kept in central files.

(T) F 7. There are too many items of information to remember.

(T) F 8. It gives a clear picture.

(T) F 9. This is a useful feature of the checklist.

T (F) 10. This can be used with only a few of the severely disabled.

(T) F 11. Yes, the written portion.

Part D (Cont'd.)

T (F) 12. No, there are reference points.

T (F) 13. No, it takes time and is expensive.

T (F) 14. It requires much more time to prepare.

(T) F 15. All of these can be included in this method.

UNIT III

Problem V

Part A: True-False questions about home training program.

T (F) 1. This is the professionals' responsibility.

T (F) 2. The younger the child, the greater the involvement.

T (F) 3. Most parents have adequate ability.

T (F) 4. Parents need help with task analysis.

(T) F 5. Other professionals help with special problems.

T (F) 6. This professional serves a valuable function.

(T) F 7. Parents need ongoing encouragement.

T (F) 8. Consistency

T (F) 9. Instruct only <u>one</u> technique at a time.

(T) F 10. Natural parents are not always the best trainers.

Part B: Circle statement <u>not</u> a principle underlying home training.

<u>Group #1</u>

a.

(b.) Natural parents may be unable to provide training.

c.

<u>Group #2</u>

a.

(b.) The professional should provide training techniques.

c.

<u>Group #3</u>

a.

b.

(c.) The entire family should be involved in the training program.

Problem VI

Part A: Sequence steps for designing and implementing home training program.

5	6
2	3
1	4

Part B: Indicate training technique being described.

A 1. Assisting with school activities is the clue to the observation technique.

D 2. The "filming" and "taping" are the clues to Videotape.

B 3. The "group of 6 parents" is the clue to the correct answer.

B 4. "A small group" and "discusses .... with the teacher" are the clues.

C 5. Demonstrating to <u>one</u> set of parents places this technique in the microteaching area.

Part C: True-False questions about instructing parents.

(T) F 1.

T (F) 2. Videotape is very useful for larger groups.

T (F) 3. No, this is only true for videotaping.

(T) F 4. This is especially true if the parent is observing his own child.

(T) F 5. This is an extremely important advantage.

UNIT III ASSESSMENT

Total score 56 points. Minimum acceptable 48 points.

Part A: (32 points)

Circle correct phrase to complete statement.

1. a

   b

   (c) Parents have a right to this information and they can be supporters of your program.

   d

2. (a) This will enable the teacher to spot "trouble areas."

   b

   c

   d

3. a

   b

   (c) This provides consistency in training within the family.

   d

4. a

   (b)

   c

   d

5. a

   (b) Each professional is trained to handle different types of problems.

   c

   d

6. a

   b

   (c) Parents may see a need for their participation if they help develop plans.

   d

Part A: (Cont'd.)

7. a

   b

   c

   d Parents are more apt to do what they feel adequate to do.

8. a

   b

   c This is vital to sustain parent involvement.

   d

Part B: (6 points)

Match correct item from column B with statement in column A.

Column A

c	1.	a	4.
e	2.	b	5.
f		d	6.

Part C: (3 points)

Three methods for instructing parents in training techniques.

Any three of the following are acceptable:

Videotape

Microteaching

Classroom observation/participation

Small group discussion/demonstration

Part D: (15 points)

T (F) 1. Developmental attainments cross program lines.

T (F) 2. The participant's manual lists several good devices.

(T) F 3. This is an important concept.

(T) F 4. The infant and very young child need stimulation in all developmental areas.

Part D: (Cont'd.)

(T) F 5. The range of abilities tested on the Early Childhood devices is adequate to test preschool youngsters.

(T) F 6. More personal control is required as the child enters a structured agency program.

T (F) 7. This skill is not needed until the intermediate or prevocational level.

T (F) 8. Educational toys have great value.

(T) F 9. It is important to start at this level because of the many years required for learning these skills.

T (F) 10. Training should begin as early as possible.

T (F) 11. This becomes a concern at the prevocational level.

(T) F 12. Developing vocational skills creates a need to learn independent living skills.

T (F) 13. Many individuals can hold competitive employment.

(T) F 14. Coordinated training with the agency speeds progress.

(T) F 15. This is essential to holding many jobs.

UNIT IV

Problem VII

Part A: Check the best phrase to complete each statement.

1. ___ a. This is not a valid statement so it cannot be used.
   ___ b.
   ___ c. Social workers may not know every resource.
   ___ d.
   ___ e. This includes "a" so it cannot be used.
   ✓ f.
2. ___ a. This department does not maintain information of this type.
   ✓ b.
   ___ c. Recreational programs are not clinic functions.
   ___ d. This includes "a" so it cannot be used.
3. ___ a. Referral to educational facilities is not a hospital function.
   ___ b.
   ___ c. Not a function of this publication.
   ___ d.
   ___ e. Includes "c" so it cannot be used.
   ✓ f.

Part B: Circle the answer to each question.

1. a.
   (b.) The words "vocational counseling" is the key to this answer.
   c.
   d.
2. (a.)
   b. This organization does not include the retarded.
   (c.)
   (d.)

Part B: (Cont'd.)

3. a.

b.

(c.) The words "school program" is the key to this choice.

d.

Part C: Answer the true-false questions about resources.

T (F) 1. Many doctors have meager knowledge about resources.

T (F) 2. Every professional has this responsibility.

T (F) 3. Parents express problems to those they trust.

T (F) 4. Agency functions change and new ones are created.

(T) F 5. Every agency cannot supply every need.

T (F) 6. Individuals can also be valuable resources.

(T) F 7. This is one of the steps for ongoing programming.

(T) F 8. This is a trend across the United States.

(T) F 9. The BOCS coordinates programs for several school districts so it has a good overview.

Problem VIII

Part A:

1. Garfield
2. Eagle Mesa
   Pitkin Summit

Part B:

1. Sopris Mental Health Clinic, Inc.
   (This is the only agency listed whose primary function is to provide psychological counseling.)
2. Garfield County Nursing Service (Colorado Department of Health)
   or,
   Garfield County Department of Public Welfare ,
   (Colorado State Department of Social Services)
   Either of the above agencies would know about Sopris Mental Health Clinic and refer persons to it.

Part C:

1. Psychiatrist or Psychologist
   (Either professional is qualified to provide psychological counseling.)
2. Sopris Mental Health Clinic, Inc.
   (Note on P. 4.7 under Colorado State Department of Social Services does not list Garfield County as being able to provide psychological evaluation.)
3. Either Agency
   (Sopris Mental Health - "public health nurse")
   (Department of Social Services - "anyone")

Part C:

4. a. Either Agency

   b. Social Worker

   (Both agencies have this person on staff.)

5. Department of Social Services (Public Welfare)

   (One of their services is to provide "aid to the needy.")

UNIT IV ASSESSMENT

Total score 43 points. Minimum acceptable 37 points.

Part A: (5 points)

Check elements included in community resources definition:

___a

___b

___c This is not a part of the definition.

✓d

___e You must exclude this because "c" is included.

Part B: (9 points)

Select resources to answer questions.

a & i 1. Either the BOCS or State Department of Education could provide

b & d 2. Easter Seal Society has an excellent camping program and many community recreation departments now provide programs for the handicapped.

c & b 3. Both have publications helpful to both parents and professionals.

e, j, l 4. Any of these sources would be a good starting point for this information.

Part C: (10 points)

Items listed under agency description.

✓a ✓f

___b ✓g

✓c ✓h

✓d ✓i

✓e ✓j

(See page 4.10 of Participant's manual)

Part D: (10 points)

Categories of services to meet problem areas.

1. Transportation

   Volunteer Services

2. Counseling, psychological

3. Counseling, psychological

   Parent Groups (These groups can be of great help to parents having coping problems)

4. Education, Child

   Occupational Therapy

5. Counseling, vocational

   Sheltered workshops (Workshops provide work experience toward vocational placement)

6. Counseling, genetic

Part E: (4 points)

Select the appropriate agency staff.

a. Staff #1 (Any of the professionals on this staff could meet this need.)

b. Staff #3 (This child needs a physician and a dentist - only this staff has both professionals.)

c. Staff #2 (A pediatrician and a psychologist are needed - only this staff has both available.)

d. Staff #2 or #3

   (A combination of public health nurse, nutritionist, physician, or pediatrician could meet this need - either staff could provide one of these combinations.)

Part F: (5 points)

Sequence steps for using Colorado Directory of Services for Children.

3

5

2

1

4

CRITERION ASSESSMENT EXAMINATION

Total Score: 100 points Minimum Acceptable: 85 points

Part I: (26 points total)

Understanding of parent conferencing process and emotional reaction levels as they relate to conferencing.

A. Is statement a Do or Don't for conferencing?

(10 points. Each correct response is worth 1 point.)

Do 1. Don't 6.

Do 2. Don't 7.

Don't 3. Don't 8.

Do 4. Do 9.

Do 5. Do 10.

B. Circle each statement that is a reason for conferencing. (8 points. Each correct response is worth 1 point.)

(1) (5)

2 (6)

(3) (7)

(4) (8)

C. True-False statements about parent emotional reactions. (8 points. Each correct response is worth 1 point.)

(T) F 1. T (F) 5.

T (F) 2. (T) F 6.

(T) F 3. (T) F 7.

(T) F 4. T (F) 8.

Part II: (24 points total)

Methods and principles involved in reporting to parents.

A. Short answer (5 points. Each correct response is worth 1 point.)

1. a. scheduled

   b. unscheduled

2. Any 3 of the following are acceptable:

   written

   written and oral

   visual media

   oral

B. Check three statements that have most significance for parent understanding during reporting process. (5 points. Each correct response is worth 1 point.)

✓ 1.

2.

✓ 3.

4.

✓ 5.

C. Check each item that is a source of information for preparing progress reports. (8 points. Each correct response is worth 1 point.)

✓ 1.

✓ 2.

✓ 3.

✓ 4.

✓ 5.

✓ 6.

✓ 7.

✓ 8.

D. Match skills developed with developmental area within which they are developed. (6 points. Each correct response is worth 1 point.)

c 1.

b 2.

d-e-f 3.

a 4.

Part III: (17 points total)

Understanding of principles involved in development of home training program.

A. True-False questions about parent involvement in home training program. (9 points. Each correct response is worth 1 point.)

(T)	F	1.	T	(F)	6.
(T)	F	2.	T	(F)	7.
(T)	F	3.	(T)	F	8.
(T)	F	4.	T	(F)	9.
(T)	F	5.			

B. Name training method being used to instruct parent. (3 points. Each correct response is worth 1 point.)

a 1.

b 2.

c 3.

C. Match needed skill with developmental level at which it would be emphasized in the training program. (5 points. Each correct response is worth 1 point.)

Column A

e 1.

c 2.

a 3.

b 4.

d 5.

Part IV: (21 points total)

Knowledge about assisting developmentally disabled persons to community resources.

A. Five primary sources for locating needed resources. (5 points. Each correct response is worth 1 point.

Any five of the following are acceptable:

- Advocacy and Professional Organizations
  - National Council for Exceptional Children
  - National Association for Children with Learning Disabilities
  - National Association on Mental Deficiency
- Boards of Cooperative Services
- City Recreation Departments
- County Government Offices
- Easter Seal Society
- Hospitals and Clinics
- Local School Districts, Offices of Special Education
- Regional, County, and Local Services
- State Government Offices
  - Department of Institutions
  - Department of Education
  - Department of Health
  - Department of Social Services
  - (Department of Human Resources)
  - Department of Vocational Rehabilitation
- United Way (United Funds, etc.)
- Universities and Colleges

B. Five items included in an agency description. (5 points. Each correct response is worth 1 point.)

Any five of the following are acceptable:

Name

Address

Phone

Services

Professional Staff

Eligibility

Referral

Time (or Hours)

Fee

C. Choose correct to each statement.

(11 points. Each correct response is worth 1 point.)

1.	2.	3.
a	a	(a)
(b)	b	b
c	(c)	c
		d
		e

Part V: (12 points total)

Assess ability to integrate information to develop and implement a home training program.

A. Four forms that are guides for developing a home training program. (4 points. Each correct response is worth 1 point.)

Data Recording Form

Daily Plan Form

Task-Analyzed Program

Individualized Program Plan

The order in which the forms are listed is not important.

Part V: (Cont'd.)

B. Sequence steps for developing and implementing a home training program. (8 points. Each correct response is worth 2 points.)

2

4

3

1

HOME/AGENCY INTERACTION

Criterion Assessment Examination

Name_____ Pretest Score_____

Agency_____ Posttest Score_____

Date_____

Total possible score is 100. A score of 85% or better is required to pass the home/agency interaction competency.

Part I This section tests understanding of the parent conferencing process and parent adjustment levels as they relate to this process. (26 points total)

A. Each of the following statements is a Do or Don't for conferencing. Put Do or Don't in the blank to correctly complete each statement. (10 points)

_____ 1. Have some positive points to offer.

_____ 2. Provide an explanation when the parent questions yours or the team's strategy.

_____ 3. Assume the role of a family therapist.

_____ 4. Approach the parents as an equal.

_____ 5. Be tolerant of the parents' feelings.

_____ 6. Put parents on the defensive.

_____ 7. Leave parents' questions unanswered.

_____ 8. Avoid issues or problems that need attention.

_____ 9. Explain your agency's restraints when you cannot provide a requested service.

_____ 10. Encourage questions.

B. Circle the number for each statement that is a reason for parent conferencing. (8 points)

1. Establish rapport and gain parental confidence.
2. Provide parental counseling.
3. Establish effective communication lines for reporting student progress.
4. Present and discuss home training program.
5. Evaluate parents' ability to use home training techniques.
6. Assist family to needed resources.
7. Solicit cooperation and support for the school program.
8. Give emotional support.

C. Answer the following true-false statements about parent emotional reaction levels. Circle your answer.

T = True F = False (8 points)

T F 1. Parents follow a definite pattern of reactions as they cope with the problem of having a handicapped child.

T F 2. Parents move through the emotional reaction stages at a predictable rate.

T F 3. Parent emotional involvement could be an important reason for communication difficulties.

T F 4. Shock is the first reaction the parents experience.

T F 5. Refusal by the parents is directed toward the child, not the diagnosis.

T F 6. Feelings of shame frequently accompany guilt.

T F 7. There is a relationship between the degree of bitterness a parent feels and society's attitude toward the handicapped child.

T F 8. The teacher, who has always been a source of help to the parent, should not expect to be the target of displaced hostility feelings.

Part II This section tests knowledge about the methods and principles involved in progress reporting to parents. (26 points total)

A. Short answer (5 points)

1. Fill in the blanks to correctly complete the sentences. Choose a word from the parenthesis.

   a. The activity of providing information to parents on predetermined dates consistent with the requirements of the agency is (required, scheduled, controlled) _____ reporting.

   b. The activity of providing information to parents as needed and may be initiated by either parents or teachers is (intermittent, unscheduled, voluntary) _____ reporting.

2. List three available methods for reporting student progress to parents during parent conferences.

   _____

   _____

   _____

B. The following five statements are true about interacting with parents. Check the three that have the most significance for parent understanding during reporting process. (5 points)

___ 1. Parents should be included in the goal and objective writing stage of programming.

___ 2. Parents should be encouraged to participate in parent discussion groups.

___ 3. Parents should be given complete information regarding their child's progress and problems.

___ 4. Parents should be assisted to needed community resources.

___ 5. Parents should be considered as equal members of the team working with their child.

C. Check each of the following that would be a source of information for preparing progress reports. (8 points)

___ 1. Cumulative incidence reports.

___ 2. Student work samples

___ 3. Graphs and charts showing progress on task-analyzed programs.

___ 4. Results of formal tests.

___ 5. Informal observations.

___ 6. Report by the Interdisciplinary Staffing team.

___ 7. Informal assessment information.

___ 8. Teacher-made tests.

Part III This section tests understanding of the principles involved in development of home training programs. (17 points total)

A. Answer the following true-false statements regarding principles relevant to involving parents in the home training program. (9 points)

T F 1. The younger the child, the greater is the chance the parents will become involved in a home training program.

T F 2. In the microteaching method the parent should practice the training technique with their child.

T F 3. The parents should be included in progress reporting sessions even though they are not doing the actual training.

T F 4. There is an increased likelihood of involvement if the parent is included in the development of the child's program.

T F 5. There is a good chance that parental involvement will be maintained if their home training efforts are reinforced.

T F 6. Parents should develop their own system of recording data.

T F 7. The best home trainers are always the natural parents.

T F 8. Parents need many of the skills of the teacher to do effective home training.

T F 9. To avoid confusing parents, only one professional should instruct them in training techniques.

B. Which method for instructing parents in training techniques is being described in each example? Put the letter indicating your choice in the blank by the number. (3 points)

a. Microteaching b. Small Group Discussion/Demonstration

c. Classroom Observation/Participation D. Videotape

_____ 1. The instructor is showing the technique to <u>one</u> set of parents. The parents demonstrate the techniques to the instructor. The process is repeated until the parents master the technique.

_____ 2. The instructor is demonstrating a training technique to a <u>group</u> of eight parents. The technique is discussed and the parents practice the technique until it is mastered by the parents.

_____ 3. The parent assists the teacher for one week with scheduled activities in the classroom.

C. Column A lists the general developmental levels in the training continuum. Column B lists skills that become important at various levels. Match the needed skill with the training level of which it would be emphasized. (5 points)

Column A	Column B
___ 1. Early Childhood	a. Academic readiness skills.
___ 2. Preschool	b. Beginning vocational and daily living skills.
___ 3. Primary	c. Socialization and social adjustment skills.

____ 4. Intermediate d. Vocational entry level skills.

____ 5. Prevocational e. Gross motor skills.

Part IV This section tests knowledge about helping parents to needed community resources. (21 points total)

A. List five primary sources for locating needed resources for the developmentally disabled and their families. (5 points)

_____

_____

_____

_____

_____

B. List five items of information that would be included in an agency description in a service directory. (5 points)

_____

_____

_____

_____

_____

C. Answer the multiple choice questions. Circle the letter for the correct answer. (11 points)

1. Which of the following service categories could be used in locating help for parents experiencing severe emotional stress?

   a. Counseling, genetic.

   b. Counseling, psychological.

   c. Counseling, vocational.

2. The first step in using a service directory is:

   a. Select agency providing needed service.

   b. Select proper category of service.

   c. Identify problem area.

3. How does a regional service directory <u>differ</u> from a regular service directory?

   a. It lists agencies by counties rather than by service categories.

   b. It lists the types of staff persons available at the agency.

   c. It lists the services available from the agency.

   d. a and b.

   e. b and c.

<u>Part V</u>

This section tests your ability to integrate available information in developing and implementing a home training program. (12 points)

A. List the four basic forms that serve as guidelines for developing a home training program. (4 points)

_____

_____

_____

_____

B. The main steps to follow in formulating and designing a home training program are listed below. Put them in the order in which they would be used in developing a program. (8 points)

4. - Parents and Direct Instruction staff cooperatively determine home training objectives and prepare Daily Plan Form.

2. - Individualized Program Plan is prepared from information concerning priority needs and goals and objectives established by interdisciplinary staff.

3. - Primary trainer instructs parents in training techniques and procedures for data recording.

1. - Primary trainer, in conjunction with parents and Direct Instruction staff, continuously monitors and evaluates training program.

Proper order:

_____

_____

_____

_____

HOME/AGENCY INTERACTION

Criterion Assessment Examination

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Agency_____ Posttest Score_____

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B. Circle the number for each statement that is a reason for parent conferencing. (8 points)

1. Establish rapport and gain parental confidence.
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A. Short answer (5 points)

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A. List the four basic forms that serve as guidelines for developing a home training program. (4 points)

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Proper order:

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